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MANUAL FOR COURSE PLANNING AT WESTERN PIEDMONT COMMUNITY COLLEGE.

WESTERN PIEDMONT COMMUNITY COLL., MORGANTON, N.C.

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IN 1965, IT WAS DECIDED THAT ALL COURSES AT THE COLLEGE SHOULD BE PLANNED IN ORDER TO CREATE HIGH QUALITY OF EDUCATIONAL SERVICE AND RESPECTABILITY. THIS MANUAL OUTLINES THE MANNER IN WHICH THE PLANNING IS TO BE DONE. COURSE OBJECTIVES ARE TO BE STATED IN A TEACHER-ORIENTED FORM AND IN A STUDENT-ORIENTED FORM. THE TEACHER'S DOCUMENT WILL IDENTIFY THE WORK TO BE DONE BY PROFESSIONAL AND OTHER NONSTUDENT PERSONNEL INVOLVED IN THE LEARNING PROCESS. IT SHOULD ALSO DESCRIBE THE NONSTUDENT WORK, THE RESOURCES REQUIRED, AND THE PLAN FOR ACCOMPLISHMENT OF OBJECTIVES. THE STUDENT'S DOCUMENT IS TO IDENTIFY AT LEAST THE MINIMAL WORK PROGRAM OF THE STUDENT. IT SHOULD ALSO DESCRIBE THE STUDENT WORK AND THE PLAN BY WHICH THE STUDENT WILL WORK TOWARD HIS OBJECTIVES. OBJECTIVES WILL BE STATED IN TERMS OF (1) INTELLECTUAL AND MANIPULATIVE WORK, AND SKILLS OF READING, WRITING, AND COMPUTATION, (2) ORIENTATION OF THE STUDENT TO HIS ENVIRONMENT, AND (3) DEVELOPMENT OF THE STUDENT IN UNDERSTANDING HABITS, ATTITUDES, AND SKILLS OF DEMOCRATIC CITIZENSHIP. SEVERAL STATEMENTS OF EDUCATIONAL OBJECTIVES ARE PRESENTED AS DEVELOPED FOR SPECIFIC COURSES. (HS)

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MANUAL

FOR

COURSE PLANNING

AT

WESTERN PIEDMONT COMMUNITY COLLEGE

MORGANTON, NORTH CAROLINA

APRIL, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTENTS

		PAGE
I	Introduction	3
II	Formulation of Educational Purposes	8
III	Identification and Formulation of Behaviorally Specified Learning Objectives	19

PREFACE

The Board of Trustees adopted a policy in 1965 to the effect that all courses offered by Western Piedmont Community College shall be planned. The Board's policy was based upon certain facts and conditions.

First, Western Piedmont Community College, an "open-door" institution, is obliged to accept all citizens who desire to enroll. This policy of inclusion on the basis of the individual citizen's desire for educational services, as distinguished from a policy of exclusion on the basis of selection standards, will result in our having a full range of scholarly achievement, general life-experience, cultural advantage, motivation, abilities, self-knowledge, self-concept, and self-management. High quality educational service to such a clientele can be provided only if teacher-work and student-work is planned in advance.

Second, the Trustees have adopted the position that Western Piedmont Community College should have, as an institution, more significance and quality than just that which is required to "pass muster." The Trustees have never had any other idea than that Western Piedmont's program will be more than merely respectable from the point of view of the manner in which its professionals will accomplish their work. The conduct of the work of the College on any basis other than that of advance planning would be a departure from and a denial of the stated wishes of the Trustees.

Finally, it is believed that the teaching and learning process at Western Piedmont Community College should have that respectability which all possible intelligent planning will give to it. The relative bankruptcy of the profession of college teaching below the graduate level is well known: the Western Piedmont

team expects itself to do, within the limits of its time, abilities and other resources, everything it possibly can do to contribute to the development of an acceptable professional practice. It is a truism that improvement in professional practice comes through the reconstruction of practice. Professional practice that has no advance identity can not have that consciousness of itself which is a prerequisite to reconstruction. In other words, professional practive which is unplanned is not subject to systematic reconstruction and thus not susceptible to significant improvement.

In order to build significance into the Western Piedmont Community College teaching and learning program, we who comprise its team must first, with appropriate humility, recognize that there is vast ignorance in regard to effective teaching and learning, and that we share in this ignorance. If we are to dilute this ignorance with dependable operating knowledge, we must use the method of intelligence and invent a better professional practice. With this in mind, the following pages are intended to serve as guide and stimulus toward the development of more useful procedures for the design and implementation of teaching work and learning work.

INTRODUCTION

The immediate practical aim of course planning work at Western Piedmont Community College is to produce, for each course, a teacher document and a student document.

The teacher document should have the purpose of identifying the work to be done by the professional and other non-student personnel in the course. It should also describe the non-student work, the resources required, and the plan for its accomplishment.

The student document should identify at least the minimal work program of the student. It should also describe the student work, the resources required, and the plan for its accomplishment to the degree that it is intelligent to do so.

In its broadest terms, the rational approach to course development and implementation is comprehended in the following:

1. Formulation of educational purposes
2. Identification of and description of behaviorally specified learning objectives.
3. Design of the learning work for each learning objective
4. Design of the teaching (non-student) work for each learning objective
5. Organization of learning work
6. Organization of teaching work
7. Implementation of teaching and learning work
8. Evaluation of the student's achievement of the essential competencies which constitute the learning objectives of the course
9. Evaluation of the teachers' implementation of the teaching work

10. Evaluation of the means of evaluation
11. Continuous reconstruction of the teaching-learning objective, teaching-learning work design, organization of the teaching-learning work, and the procedures for the evaluation of the teaching work, learning work, and the design for the course.

The pages which follow are intended to serve as explanation of the foregoing steps and to provide a guide for the carrying out of the desires of the Board of Trustees in regard to teaching work and learning work.

Finally, and most important, all work designed and accomplished in Western Piedmont Community College must have its foundation in the philosophy of Democracy. The Board of Trustees has committed itself to this philosophy and the College Administration, with no reservations, joins in this commitment.

It is a truism that the recent history of humans is the history of the struggle to establish democracy as the way of life both here at home and elsewhere in the world. The struggle is a contest between forces which work toward the establishment of a society of free men on the one hand and the forces of various forms of authoritarianism on the other. It is no accident that our Board of Trustees would adopt democracy as the philosophy of this institution. The founding fathers and principally Franklin, Jefferson, Paine, Washington, Madison and the Adamses, themselves children of the Democratic Movement of the Eighteenth Century - often called the Enlightment - were the philosophical architects of our Republic. The basic thinking of the early Republic forms the basis of efforts in our present times to further democratize our civilization. Public education has a peculiar responsibility in the strengthening of our democracy. This can be done by openly and consciously starting with the philosophy of Democracy, and touching base

with it at every point in the development and implementation of each course. The basic quest of the public educational establishment in a Democracy is to help citizens develop those habits and dispositions required for effective living in a society of free men and to wage a constant intellectual war on authoritarianism in all of its forms.

In order to have a better semantical basis for communicating with respect to philosophic democracy and the habits and dispositions which are implied by it, an attempt at an expression of it is in order.

1. The supreme value in a Democracy is the human individual, with the individual being defined as a person having purposes of his own and needing the freedom and assistance necessary for the achievement of his purposes. Viewed in this way, the starting point of all human activity - both individual and social - is the purposes, the wants, desires, goals - of individual human persons. So the unit of democratic society is the person; not the class, the herd, the gang, etc.

2. Free men, in association, make their own truth - both social and natural - and truth is seen as a tool or instrumentality for the use of free men, and, therefore, subject to reconstruction as free men see the need to reconstruct it. Truth among free men is operational in nature; i.e., it is made in this group - legislative and otherwise - to serve men and is therefore, open-ended, being arrived at freely by free men by the method of intelligence and coordination.

3. The universe and this planet and all in it has a natural history and the best and most dependable knowledge of it is the result of study of it and research into it which is intelligence based.
4. All individuals in a democracy are equal in the sense that they merit equally the assistance required for the development of their capacities, including, principally, the capacity to have and pursue purposes of their own.
5. Effective citizenship requires the individual automatically, as an article of faith, to value the other person.

It is obvious that a democratic social system, if it is to operate effectively and thereby sustain and strengthen itself, requires in its individuals a set of skills, habits, and dispositions which are quite different from those appropriate to an authoritarian social system. A social system cannot be democratic if each person pursues any and all impulses and goals without forecasting and coordinating their consequences with the consequences created by the pursuit of purposes by others. It is equally as true that it is destructive to democracy if any number of individuals are content to have their purposes and goals selected for them by others, or if they are content to accept any propositions of any significance blindly on the basis of naked authority. Further, if individuals are to be "set loose" as independent agents in society, it is necessary that they have a dependable knowledge of themselves, a healthy respect for themselves, and command of themselves. Therefore, the skills, habits, and dispositions which follow are necessary for effective and dependable individual functioning, and <u>every</u> opportunity should be provided,

in the design of every course, for the student to develop and/or strengthen them.

1. The ability to perceive his life and to plan his life, and principally his work activity
2. The ability to work, to a significant degree, independently
3. The ability to solve problems; i.e., the ability to state a problem; to hypothesize; to do inquiry and experimentation for the purpose of locating or creating evidence; to order and organize evidence; to test hypotheses; to reconstruct hypotheses in the light of inquiry; to abandon hypotheses cheerfully when found to be not supportable
4. An attitude of skepticism in areas where knowledge is at all unsettled and where knowledge and issues are subject to controversy.
5. The habit of insisting, after respectable study, on the prerogative of making up his own mind and forming his own views and opinions on any matters that have any importance at all.
6. The ability and habit of consciously forecasting the probable consequences of any proposed purpose with the view to preventing its achievement from being destructive of the democratic system itself or of the feasible purposes of other persons, and with a view to having one's own behavior be supportive of common interest among men
7. The attitude of helpfulness to other humans where their purposes are not destructive of democratic processes.

I

FORMULATION OF EDUCATIONAL PURPOSES

The starting point in the planning of a course at Western Piedmont Community College is the formulation of the educational purposes of the course. It is in this first step that the role and scope of the course is set forth in general terms. It is in this step where the connection is made between the course and the philosophy of the College.

It is useful to divide the statement of educational purpose into three parts; i.e., (1) the purpose of the course in terms of the topography of intellectual and/or manipulative work to be done in the course; (2) the purpose of the course with respect to the orientation of the student in his environments; i.e., the larger natural universe; his more local natural environment; his world social environment; his more local social environment; and his self-environment; and (3) the purpose of the course in terms of the development of the student in the habits, attitudes, and skills of democratic citizenship.

A statement of educational purpose from which nothing further will directly flow is a useless waste of time; a mere occult, academic exercise; an exercise in form. The statement of educational purpose should have <u>direct</u> translation into the identification of behaviorally specified learning objectives and in the plan for the accomplishment of the particular learning objective.

The following are attempts at stating educational purposes for a course from each of four areas: social sciences, humanities, natural science, and mathematics.

GENERAL CHEMISTRY (3 quarters)

1. The purposes of the course in terms of the topography of intellectual and/or manipulative work to be done in the course, and in terms of the basic skills of reading, writing, and computation.

The course includes the study (including reading, writing, and computation) of:

The history of chemistry

Kinetic-molecular treatment of gases, liquids, and solids

Atomic structure and the periodic law

Interatomic forces - chemical bonding - molecular geometry

Correlation of structure with properties

Quantitative relationships in chemical reactions, formulas, and equations

Properties of the dissolved state

The concept of oxidation-reduction reactions

Electrolytic solutions

Rates of reactions and chemical kinetics

Chemical equilibrium

Electrochemistry

Chemistry - the familiar compounds of the more important non-metals

Introduction to the compounds of carbon-organic chemistry

Chemistry of some of the common metals and their compound

2. The purpose of the course in terms of the orientation of the student in his environments: the larger universe; his more local natural environment; his world social environment; his more local social environment; his self-environment.

It is obvious that the student, through the study of a course in general chemistry whose subject matter content has been selected withthe natural, social, and self-environments in mind, will have a surer orientation and sense of place. The basic subject matter used in the design of the learning work is selected with this phase of educational purpose in mid. The auxiliary reading and discussion program is also selected purposefully. Care is taken for the student to gain insight, at all appropiate points, into the connections of chemistry with the psychology and physiology of the human person; with the economic and other social institutions in the student's environment, and with the natural environments, including local, world, and universal environments.

3. The purpose of the course in terms of the development ofthe student in the understanding of habits, attitudes, and skills of democratic citizenship.

The course will require the student to practice the following:

Planning the use of his time

Working independently

Timely discharge of scholarly responsibilities

Solving problems and arriving at effective procedres for solving problems

Approaching problems with a skeptical posture

Helping, where feasible, others to accomplish learning work

Assess the role of chemistry in his own overall life plan

Civilized debate and discussion

MODERN ELEMENTARY MATHEMATICS (3 quarters)

1. The purpose of the course in terms of the iconography of intellectual and/or manipulative work to be done in the course, and in terms of the basic skills of reading, writing, and computation.

The course includes the study (including reading, writing, and computation) of:

The history of mathematics

Sets, relations, functions, and logic

Number systems

Proof

Real numbers

Elementary Algebraic Processes

Equations and Inequalities

Systems of Linear Equations and Matrixes

Finite Induction and the Binomial theorem

Probability

2. The purpose of the course in terms of the orientation of the student in his environment: i.e.: the larger universe; his more local natural environment; his world social environment; his more local social environment; his self-environment.

(The course in Modern Elementary Mathematics, while it has certain limitations in regard to this phase of educational purpose, does present the opportunity for orientation experience for the student by means of the problem materials selected.)

The course will require the student to study problems whose subject matter is taken from the natural, social, and self-environments. In connection with the self-environment, the student will, in the course, gain insight into his own mathematical experience and competencies; problem materials can also be taken from the areas of human biology, psychology, anthropology, etc.

3. <u>The purpose of the course in terms of the development of the student in understanding the habits, attitudes, and skills of democratic citizenship.</u>

The course will require the student to practice the following:

Civilized debate and discussion

Planning the use of his time

Working independently

Timely discharge of scholarly responsibilities

Solving problems and arriving at effective procedures for solving problems

Approaching problems with a skeptical posture

Helping, where feasible, others to accomplish learning work

Assess the role of mathematics in his own overall life plan

ELEMENTARY SOCIOLOGY (3 quarters)

1. The purpose of the course in terms of the importance of intellectual and/or manipulative work to be done in the course, and in term of the skills of reading, writing, and computation.

The course includes the study (including reading, writing, and computation) of:

Orientation to Sociology

The history of Sociology

The methods of Sociology

Sociology and vocations

Sociology and Morganton/Burke County

Anthropology and the origin of humans

The role of education and resources in producing social group variation

Culture

Culture as instrumentality

Characteristics of culture

Persistent and variable culture forms

Creation of culture

Society

Society as instrumental

Social groups and their variations

Social norms and their function

The International Jungle

Special Social Phenomena and Their Characteristic Problems

The Family

Urbanisation

Social stratification

Educational institutions as orderly instruments of conservation and change

The Democratic Model

Its philosophy

Its operation

Its educational component

Its implications for world society

Social Problems

The basis of social problems

Methods of study of social problems

Mass description and analysis

Statistics and its language

Sampling statistical presentations

Basic Characteristics of American Society

Population

Urbanization

Social Stratification

Problems of Basic Institutions in American Society

Industry and agriculture

Marriage and family problems

Adolescence

Education

Problems in Other Areas of American Society

Medical and other healing institutions

Organized religion

Crime

Juvenile delinquency

Race relations

Pressure groups, public opinion, propaganda

2. The purpose of the course in terms of the orientation of the student in his environments: i.e.: the larger universe; his more local natural environment; his world social environment; his more local social environment; his self-environment.

A. The larger, natural universe

The course will require the student to focus, at appropriate points, on solar system operation on earth phenomena that influence social life.

B. The more local natural environment

The course will require the student to take into account the geography and other aspects of the natural environment, including natural life, of his immediate, and intermediate, and planetary natural environments.

C. The world social environment

The course will require the student to place his own social environment in the context of the larger world social environment.

D. The more local social environment

The course will require that the student assess his immediate and larger local (including state, regional and national) social environments and orient himself therein.

E. The student's self-environment

The course will require the student to gain insight into himself as a complex of culture products and as a social change agent.

3. The purpose of the course in terms of the development of the student in the understanding habits, attitudes, and skills of democratic citizenship.

The course will require that the student understand and be able to manipulate verbally the democratic social model. The course will require the student to practice the following:

Civilized debate and discussion

Planning the use of his time

Working independently

Timely discharge of scholarly responsibilities

Solving problems and arriving at effective procedures for solving problems

Approaching problems with a skeptical posture

Helping, where feasible, others to accomplish learning work

Assess the role of sociology in his overall life plan

AMERICAN LITERATURE

1. The purpose of the course in terms of the topography of intellectual and/or manipulative work to be done in the course, and in terms of the basic skills of reading, writing, and computation.

The course will include the study (including reading, writing, and exchange of views and opinions) of selected significant texts, in a variety of forms, in the American literary experience. Texts will include Jefferson, Paine, Lincoln, Emerson, Thoreau, Hawthorne, Melville, Whitman, Mark Twain, Henry James, Faulkner, and Hemingway.

2. The purpose of the course in terms of the orientation of the student in his environments: i.e.: the larger universe; his more local natural environment; his world social environment: his more local social environment; his self-environment.

A. The larger natural universe

The course will require that the student focus, at appropriate points, on the question of the nature of the larger natural universe as reflected in works studied.

B. The more local natural environment

The course will require the student to take into account the geography and other aspects of the natural environment, including natural life, of the areas treated in the texts.

C. The world social environment

The course will require the student to place the particular literature and the immediate forces which gave rise to it, in its international social setting.

D. The student's more local social environment

The course will require that the student place the particular literature in the environment of social movement and conflict of its time.

The course will also require the student to place himself in a contemporary environment which includes the literary tradition of America.

E. The student's self-environment

The course will require the student to examine his own habits of thought, feelings and dispositions in light of those reflected in the works studied.

3. The purpose of the course in terms of the development of the student in the habits, attitudes, and skills of democratic citizenship.

The course will require that the student compare the ideas included in the works studied to the democratic model.

The course will also provide the student with practice in research, its writing, and reporting; debate and discussion; and orderly criticism.

The course will require the student to practice the arts of responsible, independent work.

LL

IDENTIFICATION AND FORMULATION OF BEHAVIORIALLY SPECIFIED LEARNING OBJECTIVES

Learning work should have as its end the accomplishment of a learning objective. The reason for stating the learning objectives in behavioral terms is simple:

First, unless it is so stated the teacher will not know with any degree of clarity and certainty what it is he expects the student to be able to do after successful completion of the learning work. Further, and more tragic, the student will not know with any degree of clarity and certainty what he is expected to be able to do upon successful completion of the learning work. Finally, neither the student nor the teacher will have a clear basis for proceeding with the planning and implementation of their respective jobs and both the teacher and the student are placed in a very awkward position with regard to evaluation.

Perhaps the occult and superstitious can never be totally eliminated from the teaching-learning process: however, Western Piedmont is committed to attempt to reduce these unhappy characteristics to the bare minimum possible under the circumstances in which we work here.

The selection and statement of behaviorally specified learning objectives should be tied directly to the statement of educational purpose.

During selection of learning objectives, the designer/s should, faithfully and without exception, touch base with each of the items included in each of the three categories of educational purpose.

The behaviorally specified learning objectives should represent the minimal competencies expected of any student who would receive credit in the course.

It will not be possible to translate every educational purpose into every learning objective; however, it is expected that a "lance can be broken" for democracy, in some way or the other, in the case of every learning objective. That is, phase three (3) of educational purpose should find implementation in every learning objective, in one or more respects.

Learning objectives are, for practical purposes, of several types as follows:

1. The ability to demonstrate a non-manipulative skill, an understanding or concept, or an insight, either verbally or by other physical procedures, or by a combination of both.

An example of this type of learning objective from the field of sociology would be:

To understand the following terms:

folkways	discovery
mores	invention
social institution	culture diffusion
ritual	ideology
culture object	vested interest
artifact	social problem
social values	cultural lag
ethnocentrism	technology
evolution	social conscience
progress	

To be able to spell and to describe the meaning of each, i.e., how it functions.

To be able to illustrate clearly, both verbally and by means of non-verbal representations, with examples, the meaning of each of the terms.

To be able to read materials relating to them.

To be able to write, in a literate manner, concerning them.

To be able to use them freely in written and spoken communication.

2. The ability to demonstrate a manipulative skill.

An example of this type of learning objective from Business Education would be:

To typewrite a given business letter, free of errors and erasures, within ten (10) minutes.

3. An attitude, posture, set, or feeling.

To understand and defend the function of tax in a free society and to feel positively toward the payment of taxes for social purposes which he is capable of understanding and approving.

Finally, it is imperative to state clearly the learning objective: otherwise the teacher has no firm basis for designing a program of work or experiences which are calculated to result in the student's accomplishment of the particular objective.